

Hampton University

School of Nursing

**Mentoring for NCLEX Success: A Transition Program for
Graduating Nursing Seniors**

Licensed Professional Nurse

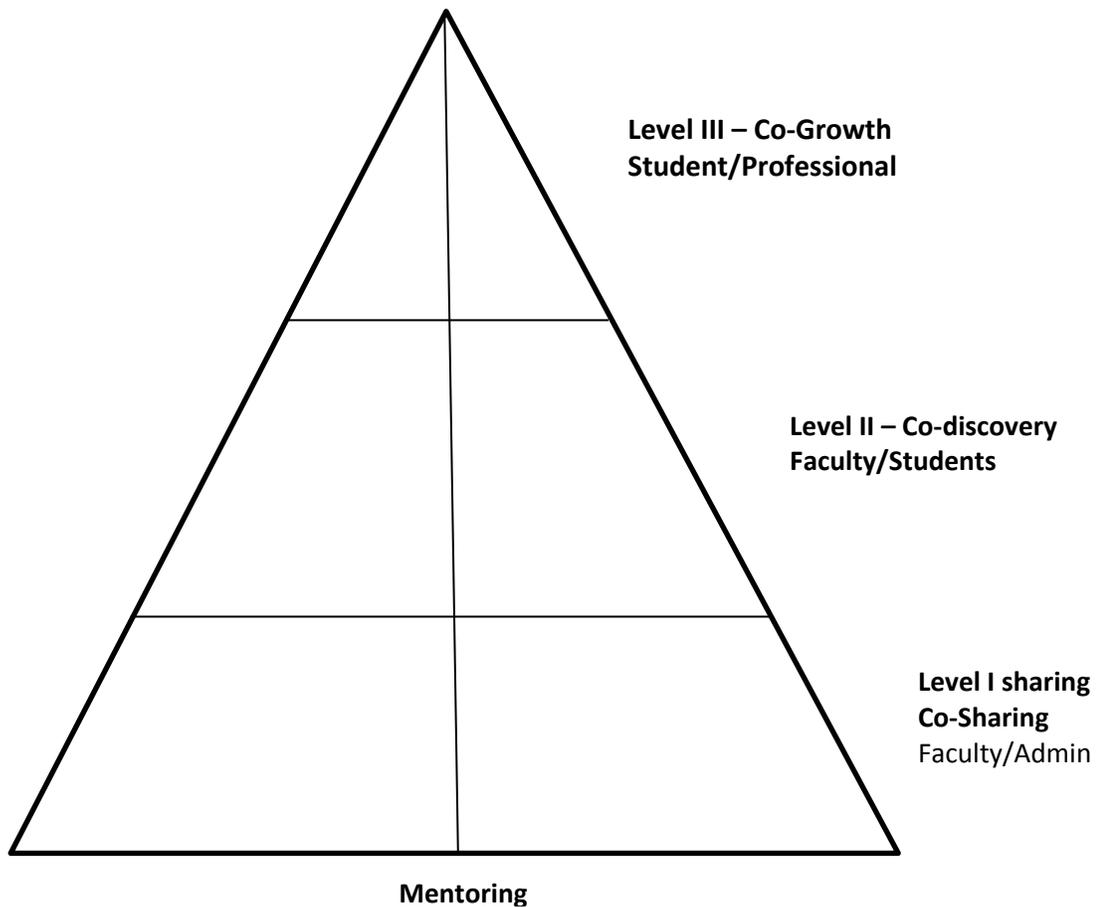


Figure 1 HUSON Mentoring Model

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Cover: *Figure 1.* HUSON mentoring model.

Note: Terms used in the diagram are adapted from the American Nurses Association’s definition of mentoring.

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NECESSARY STEPS

1. Chair of Undergraduate Program assigns mentor to mentee(s)
2. Receive Mentoring for NCLEX Success Guidebook (NURS 419 Course), complete signature page and submit to 419 faculties.
3. Review the entire guidebook
4. Mentee sets up first meeting with mentor
5. Faculty ensure that initial meeting time is established
6. Mentee complete the Mentorship contract before initial meeting with mentor.
7. Mentee completes the Mentee Identification and self-assessment form before initial meeting with mentor.
8. Mentee completes the Risk Assessment Plan for NCLEX Success before initial meeting with mentor.
9. At initial meeting the Mentor and Mentee will review and sign the Mentoring Program Protocol
10. At initial meeting, the Mentor and Mentee will establish a monthly meeting time and place.
11. Mentee and Mentor completes Checklist
12. Mentee and Mentor review and sign the Mentoring Relationships Protocol
13. Mentee completes the Post-Graduation/Contract Information sheet
14. Mentee and Mentor complete appropriate Evaluation forms at the conclusion of the semester.

Acknowledgement: *Figure 1* (HUSON mentoring model) and *Figure 2* (HUSON operational framework) were created by faculty members Dr. Montgomery, Dr. Davis, and Mrs. Langford of the Hampton University School of Nursing.

PART I: INTRODUCTION OF THE MENTORING PROGRAM

PURPOSE

The purpose of Hampton University School of Nursing (HUSON) Mentorship Program is to provide a one-on-one forum in which a selected mentor advises and assists an assigned mentee in successfully progressing through the final year of the nursing program. It is also hoped that this relationship will assist the mentee with passing the NCLEX-RN examination.

PHILOSOPHY

In keeping with the classic definition of a mentor (a wise and trusted counselor or teacher), the HUSON mentors selected to participate in this program are outstanding faculty members who are selected on the basis of their ability to serve as a resource and positive role model for senior nursing students. Faculty mentors are available to support graduating seniors, provide them with valuable information beneficial to the development of a NCLEX-RN study plan, and identify possible barriers to passing the NCLEX examination. In this role, faculty is encouraged to share their experiences and offer guidance and appropriate insight. The approach is non-judgmental and positive.

MENTORING

Mentoring is a one-to-one trusting, reciprocal learning relationship that embraces formal or informal activities between an experienced or less experienced person (mentor/mentee) – See Figure 1: The Operational Framework for Facilitating Mentoring at Hampton University School of Nursing (HUSON).

OBJECTIVES/DESIRED OUTCOMES

1. To increase retention/advancement
2. To provide an effective mentoring program
3. To support student goals for NCLEX success.
 - (a) Assessing progress data for strengths and weaknesses
 - (b) Identifying barriers to passing the NCLEX examination
 - (c) Creating a realistic schedule to address weaknesses while preparing for the NCLEX Examination

FUNDAMENTAL PRINCIPLES

These fundamental mentoring principles embrace the conceptual framework of HUSON. The levels of mentoring include the following:

Level 1: Co-sharing fosters the development of a strong nursing community of faculty, students, administrators, and alumni.

Level 2: Co-discovery assesses and guides the learning experience of students as they engage in mentoring process throughout the curriculum.

Level 3: Co-growth supports the development of nurses as they transition to professional practice. This concept epitomizes the philosophy that HUSON mentors are outstanding faculty, administrators, and alumni who are selected on the basis of their ability to serve as resourceful and positive role models for the HUSON nursing student.

GENERAL GUIDELINES OF THE MENTORING PROGRAM

In keeping with the definition of mentoring, the following operational concepts of the framework are described. The operational framework is student centered in order to achieve Level 3, Co-growth.

Operational Framework for Facilitating Mentoring at HUSON

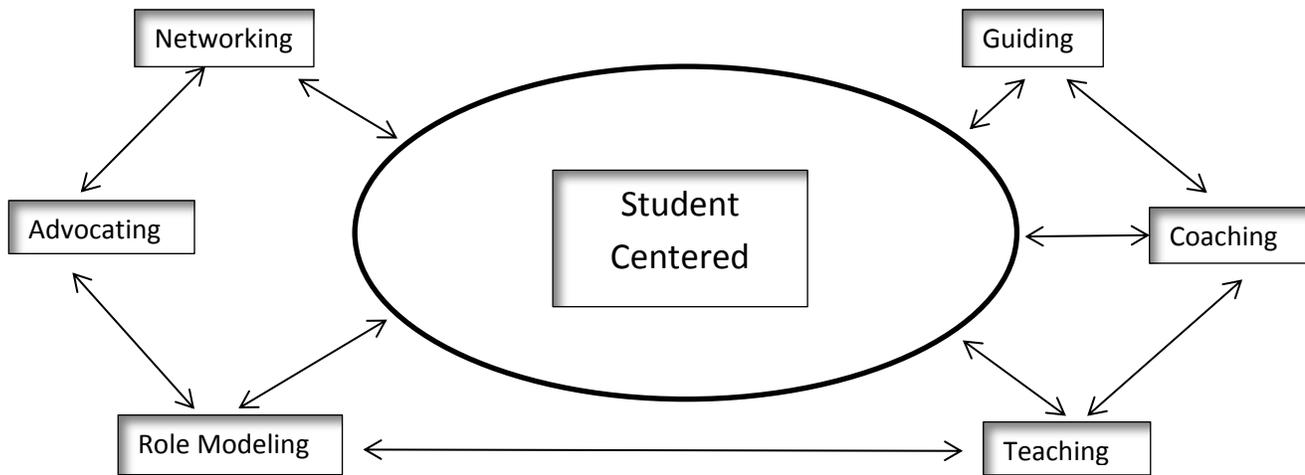


Figure 2. Operational Framework for Facilitating Mentoring at HUSON

PART II: THE MENTORING RELATIONSHIP

Mentor and Mentee Desired Characteristics

Mentee	Mentor
Desire to be mentored (Open to a fostering relationship)	Role model
Motivation (Demonstrate self-confidence/self-efficacy)	Ability to instill hope
Proactive in learning	Supportive (Available resource, student advocate)
Willingness to devote time (Demonstrate commitment)	Provide consistency and structure
Accountability	Willingness to devote time (Demonstrate commitment)
Ability to trust (Establish mutual confidence)	Desire to mentor (Be responsive)
Identify individual barriers	Ability to establish a trusting relationship
	Intellectual humility (Willingness to consult with others)
	Cultural awareness/sensitivity
	Willingness to put mentee's needs first
	Address mentee's identified barriers
	Facilitator

Benefits of Mentoring for Mentee and Mentor

An identified resource person	Make a difference
Safe and neutral place	Increase minority workforce
Sounding board	Giving/Reaching back
Increase knowledge	Self-fulfillment
One-on-one tutoring	Help someone else reach her/his potential (Nurture)
Immediate feedback	Increase competency of a generation of nurses
Individualized plan for success	Vested interest
Insights into own strengths and weaknesses	Assist faculty by providing current and updated nursing knowledge
Coach	Increase sensitivity to a younger generation
Family Extension	Extend perspective

Expectations of Mentoring for Mentee and Mentor

Mentee	Mentor
Desire to be mentored	Desire to mentor
Show commitment	Be readily available
Be accountable (Show time commitment/complete assigned tasks/submit required documents)	Be responsible and open to needs of mentee
Engage in process	Engage in the process
	Show commitment to mentee through establishment of identified goals and objectives
Be responsible	
Show progress in academic program	Provide appropriate individualized feedback
Be goal oriented to achieve NCLEX success	Be goal oriented to ensure mentee NCLEX success

PART: III MENTORING PROTOCOL

HAMPTON UNIVERSITY SCHOOL OF NURSING MENTORSHIP CONTRACT

Directions: This contract serves as an agreement between the Mentor and Mentee. This contract should be completed prior to or during the initial meeting.

Date of Meeting _____

Mentor:		Mentee:	
Goals	Activities to Achieve Goal	Outcome (Met/Un-Met)	
1.			
2.			
3.			

Comments:

HAMPTON UNIVERSITY SCHOOL OF NURSING
MENTEE IDENTIFICATION AND SELF-ASSESSMENT FORM

Please print (type):

Student's cell phone:
Student's contact e-mail:
Anticipated date of graduation:
Academic advisor:
Why do you want to be a nurse?
Are you currently passing all courses with a grade of "C" or better?
When do you plan to take the NCLEX examination?
Are you currently employed? If so, how many hours are you working per week?
What barriers have you identified that may present obstacles to NCLEX success?

How much time do you budget for studying per day?

What barriers are you creating for yourself (i.e., social activities, child care, and family)?

HAMPTON UNIVERSITY SCHOOL OF NURSING

**RISK ASSESSMENT PLAN FOR NCLEX-RN SUCCESS
(Select one of the tools below)**

PURPOSE

To provide senior nursing students with the opportunity to identify risks that could potentially interfere with passing the NCLEX-RN examination.

OVERVIEW

Effective risk management practices require a “risk aware” culture. Students preparing to take the NCLEX-RN need to be aware of barriers they may encounter during preparation for the NCLEX-RN and develop a plan to minimize the effects of such barriers. Having each student develop a plan emphasizes the importance of adopting risk management principles. A sound risk management plan can serve as a basis for prioritizing and resolving the possibility of a student not passing the NCLEX-RN.

DIRECTIONS

Risk assessment considerations address the potential impact of barriers to NCLEX-RN preparation. You will enter the activities, situations, etc., which you consider to be barriers to successful NCLEX-RN preparation. Using a scale of "0" (no probability of risk) to "5" (extremely high probability of risk), rate the impact that specific activities, situations, etc., will have on your NCLEX-RN preparation. You will perform this evaluation for each activity, situation, etc., listed. Using sound judgment, consider the conditions under which you will prepare for the NCLEX exam.

Identified Barriers (perceived or actual)	Rating					
Activity, situation , etc.	Risk Impact					
	(Circle one number in each row)					
	5	4	3	2	1	0
	5	4	3	2	1	0
	5	4	3	2	1	0
	5	4	3	2	1	0
	5	4	3	2	1	0
	5	4	3	2	1	0

ANOTHER EXAMPLE:

A risk assessment provides you with an understanding of the conditions that may interfere with NCLEX-RN preparation. As these conditions are identified, rank the probability of each situation occurring, identifying those scenarios that are more likely to occur than others. Those that are more likely to occur **will need the most attention**. You can respond to these situations by either immediately conducting a risk-reduction exercise before you begin to prepare for the NCLEX or preparing a contingency plan.

The process of risk assessment allows you to make an assessment of your life and identify situations that may prevent you from successfully preparing for the NCLEX-RN.

Each row in the risk assessment table should document one potential situation. The columns should include your measure of the probability that the situation will occur and your estimate of the consequences of the situation occurring. Using a scale of "0" (no probability of risk) to "5" (extremely high probability of risk), rate the impact the specific situation will have on your NCLEX-RN preparation. The last column of the table can be used to document the likelihood of **exposure** to each situation. Exposure is defined as the probability that a situation will occur. Add all of the numbers (1-5) that you have placed in the probability columns in order to arrive at a total. Once you have calculated the exposure, you will be able to determine the situations in your life that present the most risk (highest totals).

Risk Assessment Table

Situation	Probability situation will occur	Probability situation will cause you not to be able to prepare for NCLEX	Probability you won't pass NCLEX because of this situation	Probability that study time will be impeded	Exposure

HAMPTON UNIVERSITY SCHOOL OF NURSING

MENTORING PROGRAM PROTOCOL

INSTRUCTIONS: During the first meeting, after the mentor and student mentee have shared their preparatory work, both the mentor and mentee should move into the phase of negotiation where they establish a shared understanding of how they will work together. Use the following framework to guide the discussion. The mentor and mentee should note the agreements made so both clearly understand how the partnership will operate. Establish a weekly meeting time (1 hour maximum).

GOALS

- Share expectations and goals
- Identify specific learning goals each person wants to achieve in the mentoring relationship
- Identify the processes or steps for achieving the goals
- Identify the criteria for evaluating successful accomplishment of the learning goals
- Identify how successful completion of the goals will be celebrated
- Evaluate the goals

ROLES AND RESPONSIBILITIES

- Review each person's role based on the following:

Mentor role

- ✓ Be a positive, professional role model
- ✓ Assist the student mentee in deciding which issues are appropriate to be addressed during the mentoring relationship and which should be referred to another person
- ✓ Introduce the student mentee to others and assist the mentee in developing a professional network
- ✓ Guide the student mentee in developing skills related to reflecting and learning from experience
- ✓ Challenge assumptions and the status quo
- ✓ Provide constructive feedback when asked
- ✓ Encourage independent decision making
- ✓ Assist the student mentee in setting professional career goals
- ✓ Provide a listening ear
- ✓ Help the student mentee identify potential personal and professional developmental opportunities
- ✓ Be aware of personal values/beliefs and ensure they are not imposed upon the student mentee
- ✓ Support, encourage, and inspire the student mentee
- ✓ Help problem solve and identify potential solutions and relevant resources
- ✓ Be empathetic
- ✓ Track the student mentee's progress, utilizing the Tracking Form

Student Mentee Role

- ✓ Bring forth professional and career issues for discussion
- ✓ Make your own decisions
- ✓ Be prepared to take risks
- ✓ Look for new challenges

- ✓ Set professional goals
- ✓ Set educational (improvement) goals
- ✓ Take advantage of professional development opportunities suggested by the mentor
- ✓ Share openly with the mentor
- ✓ Accept constructive feedback and use feedback wisely
- ✓ Disclose frustrations and concerns

ACCOUNTABILITY

- ✓ Decide frequency of contact and methods (e.g., 2x-3x/month in person, or via telephone, text, e-mail, Skype, etc.)
- ✓ Discuss communication styles – Do you think out loud? Do you need time to think before responding? Do you prefer to communicate face to face, by telephone, e-mail, or some combination of these methods?
- ✓ Discuss learning styles – share any assessment (VARK, Myers-Briggs Inventory, etc.)
- ✓ Discuss how each person likes to receive feedback
- ✓ Discuss the length of the mentorship and set assessment points (e.g., 30, 60, 90 days?)
- ✓ Discuss the process for notifying one another if these agreed upon points need to be altered or changed
- ✓ Complete program evaluation (e.g., Survey Monkey, paper and pencil)

CONFIDENTIALITY

- ✓ Discuss and agree on confidentiality levels regarding the mentoring subject matter and the mentoring relationship – Is it okay to share information in order to enlist support from others and/or to ensure the best mentoring experience AND is it okay to share information with others in order to resolve mentoring relationship issues?

BOUNDARIES/STUMBLING BLOCKS/HOT TOPICS

- ✓ Discuss and agree on boundaries for the relationship (e.g., meetings and calls ONLY during work hours, after hours, at work, at home; expectations regarding response times to texts and e-mails)
- ✓ Discuss “what ifs” or stumbling blocks that may develop and identify a process for preventing potential problems from derailing the relationship and/or preventing the relationship from being resumed if it has become derailed.
- ✓ Discuss “hot topics” – what sets each person off – and determine a process for letting the other person know when a “hot” button has been pushed.

Mentor	Date	Mentee	Date
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HAMPTON UNIVERSITY SCHOOL OF NURSING

MENTOR CHECKLIST

Checklist Deadline Date

***Required: Submit to the 419 Faculty on or before the deadline set for midterm and end of semester**

Mentee checklist **and** Mentor Checklist must be received by the 419 Lead Faculty by _____ (dates) to ensure proper credit (Submit checklist to mailbox of the NUR 419 Lead Faculty)

Complete this section once (1st submission date)

As soon as possible after being assigned a mentee, I did the following:

___ Contacted the mentee to exchange telephone numbers, e-mail addresses, office hours, etc.

___ Established meeting times, dates, and places.

Mentor _____

Mentee _____

Please initial each item completed during the mentoring process. Use the **Comments** section of the form for general remarks or for a brief explanation of why certain activities could not be completed.

I met my mentee in person, and we discussed the following:

___ Complete all required content mastery tests as presented in the course syllabus

___ The ATI Comprehensive Predictor, which is based on the NCLEX Test Plan (Level II) is the benchmark for progression)

___ The **remediation plan** that has been prescribed based on the results of the ATI Comprehensive Predictor version A

___ Complete all requirements of the ATI Capstone course

___ Attendance at the 3-day live review course held during April after reviewing the results of the first ATI Comprehensive Predictor

___ Second ATI Comprehensive Predictor version B results

___ The mentee's strengths and weaknesses based on a computerized objective analysis

___ A study plan for NCLEX-RN preparation that is unique and personal

___ Develop a list of barriers that may be encountered during preparation for the NCLEX-RN Exam and a formalized action plan to minimize the effects of such barriers (See form).

Within the specified meeting times, I did the following:

___ Provided written or oral individualized feedback

___ Provided recommendations about how to overcome identified barriers

___ Provided suggestions for modifying study techniques

___ Provided tips and strategies for test taking

Comments:

Mentee Signature _____ **Date** _____

Mentor Signature _____ **Date** _____

HAMPTON UNIVERSITY SCHOOL OF NURSING

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___ Established meeting times, dates, and places.

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Mentee _____

Please initial each item completed during the mentoring process. Use the **Comments** section of the form for general remarks or for a brief explanation of why certain activities could not be completed.

I met my mentee in person, and we discussed the following:

___ Complete all required content mastery tests as presented in the course syllabus

___ The ATI Comprehensive Predictor, which is based on the NCLEX Test Plan (Level II) is the benchmark for progression)

___ The **remediation plan** that has been prescribed based on the results of the ATI Comprehensive Predictor version A

___ Complete all requirements of the ATI Capstone course

___ Attendance at the 3-day live review course held during April after reviewing the results of the first ATI Comprehensive Predictor

___ Second ATI Comprehensive Predictor version B results

___ The mentee's strengths and weaknesses based on a computerized objective analysis

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Within the specified meeting times, I did the following:

___ Provided written or oral individualized feedback

___ Provided recommendations about how to overcome identified barriers

___ Provided suggestions for modifying study techniques

___ Provided tips and strategies for test taking

Comments:

Mentee Signature _____ **Date** _____

Mentor Signature _____ **Date** _____

HAMPTON UNIVERSITY SCHOOL OF NURSING

MENTORING RELATIONSHIP ISSUES PROTOCOL

Mentoring Relationship Issues/Contract

From time to time, issues arise during mentoring relationships. It is always best for the mentor and mentee to try and explore these issues to determine if the relationship can be maintained. Each person must make a commitment to keep the relationship moving forward and work through the mentoring issues as identified by both parties.

To ensure accountability and integrity, the NUR 419 Lead Faculty will review submitted forms and checklist and retain for student records. This checklist is provided to assist in fulfilling the requirements of the Mentoring Program and aiding student success.

- Set goals
- Performed their roles
- Met as agreed
- Discussed learning and communication styles
- Evaluated the mentoring partnership on a regular basis
- Maintained confidentiality
- Addressed the boundaries/hot buttons/stumbling blocks that have occurred and created strategies to resolve them

If necessary, the NUR 419 Lead Faculty will assist the mentor and mentee in addressing stumbling blocks as well as assist them in walking through the resolution process. At the set time, the 419 Lead Faculty will review documentation from the mentoring sessions.

In the event the mentor-mentee relationship is not a good fit, the NUR 419 Lead Faculty will evaluate the situation and consider reassignment.

A student who fails to meet the conditions of the Mentorship Program will be required to meet with the Chair of the Baccalaureate Program and may be referred to the University Counseling Center and/or Learning Center. Following consultation with the Counseling and/or Learning Center, the student will provide feedback and documentation of the same to the Chair of the Baccalaureate Program.

Mentor Signature: _____

Mentee Signature: _____

Mentorship Coordinator: _____

THE EVALUATIONS ARE LISTED FOR REVIEW.

Evaluation and effectiveness of the Mentoring Program will be captured using SurveyMonkey.

**HAMPTON UNIVERSITY SCHOOL OF NURSING
NCLEX-PREP PLAN OF ACTION
(TO BE SUBMITTED TO 419 FACULTY AT END OF COURSE)
Post-Graduation/Contact Information**

Name: _____

Date: _____

1. What are your immediate career plans after graduation?

2. If you were tasked with taking your NCLEX examination today, do you feel prepared to pass the examination? Whether the answer is “no” or “yes”, please document an explanation in the space provided.

3. What are your specific plans for continuing your NCLEX examination preparation?

4. What strategies do you plan to employ to eliminate barriers that distract you from adhering to your personally developed NCLEX study plan?

PART IV: EVALUATION

HAMPTON UNIVERSITY SCHOOL OF NURSING MENTEE EVALUATION OF MENTOR

Mentor Name: _____

Directions: To assist us in building a better mentorship program, please complete this evaluation at the end of the term. This evaluation is confidential. Including your name is not necessary. Upon completion, forward the completed evaluation to the 419 Lead Faculty.

Criteria Met?	Yes	No
Mentor was available to me		
Mentor reviewed the results of my standardized and comprehensive examination outcomes with me		
Mentor developed an individualized study plan with me		
Mentor developed an individualized calendar with me		
Mentor discussed outcomes of practice NCLEX activities with me		
Mentor discussed my ATI online Grade Book or other outcome data with me		
Mentor assisted me in determining content areas of strengths and weaknesses based on an analysis of standardized testing results		
Mentor assisted me in developing a personalized NCLEX study plan		
Mentor Reviewed NCLEX exam process expectations with me		

Additional Comments/Suggestions:

HAMPTON UNIVERSITY SCHOOL OF NURSING

MENTOR EVALUATION OF MENTEE

Directions: Please complete this evaluation form on each of your mentees at the end of each semester and submit your forms to the NUR 419 Lead Faculty (Complete Online when request sent to student). Thanks!

Mentee Name: _____

Criteria Met?	Yes	No
Mentee attended planned sessions		
Mentee reviewed the results of standardized and comprehensive examination outcomes with me		
Mentee followed an individualized study plan		
Mentee discussed outcomes of practice NCLEX activities		

HAMPTON UNIVERSITY SCHOOL OF NURSING

STUDENT EVALUATION OF MENTORSHIP PROGRAM EVALUATION

Note: The evaluation is to be completed in NUR 419 at the end of each semester.

Directions: To assess the effectiveness of Hampton University’s School of Nursing (HUSON) Mentoring Program, we ask that you use the below scale to evaluate your experience. Indicate the extent to which you agree or disagree with the following statements by placing a check mark in the block most reflective of your perception of your mentoring experience. Submit your completed form to the NUR 419 Lead Faculty (Evaluation will be completed online). Thanks!

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. HUSON mentoring partnership inspired/motivated my academic performance.					
2. The HUSON mentoring partnership facilitated me in identifying potential/actual barriers/distractions to NCLEX success.					
3. The HUSON mentoring partnership facilitated me in developing a plan of action to manage barriers/distractions to NCLEX success.					
4. The HUSON mentoring partnership aided me in focusing on the “big picture: to obtain my goals and objectives.					
5. The HUSON mentoring partnership enhanced my sense of accountability					
6. The HUSON mentoring partnership provided much needed support.					
7. The HUSON mentoring partnership provided anticipatory guidance.					
8. The HUSON mentoring partnership facilitated me in developing a post-graduation NCLEX Study plan					
9. The HUSON mentoring partnership provided guidance and direction					
10. The HUSON mentoring partnership aided me in improving time-management skills, test taking strategies, and study habits					
11. I would recommend the HUSON mentoring program to a peer.					

How can we improve the mentoring process? Please provide recommendations, comments or suggestions? _____

**HAMPTON UNIVERSITY SCHOOL OF NURSING
MENTORSHIP PROGRAM BOOKLET
ACKNOWLEDGEMENT OF RECEIPT
(Signature page)**

Student Name: _____
(Please print)

The undersigned acknowledges that he/she has received a copy of the Hampton University School of Nursing Mentorship Program Booklet. I understand that this booklet is a resource to help prepare me for success in the HUSON program, and I agree to utilize documents contained within this booklet while enrolled in the nursing program.

Student Signature: _____ **Date:** _____